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ABSTRACT

This report of the activities of Project MEDIA, the Illinois State-Wide Facilitator for the National Diffusion Network, includes a description of the diffusion and facilitation process in the state, the numbers and types of requests for information and assistance from the project, the impact of Project MEDIA on local education agencies (LEAs) in the state, the cost-effectiveness of diffusion in Illinois, and lists of LEA's adopting Developer/Demonstrator (D/D) projects and the programs adopted. A case study of the adoption of three D/D projects by the Rockford School District provides examples of the facilitation and adoption processes, and illustrates three different ways in which a State-Wide Facilitator can be of service to a district. (RAO)

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MEDIA: PROJECT DESCRIPTION AND IMPACT
SECOND YEAR 1975-76

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PART ONE

WHAT IS MEDIA?

The acronym MEDIA stands for **Meaningful Educational Directions through Innovative Approaches.** More commonly known for the past two years, Project MEDIA has been the **Illinois State-Wide Facilitator** for the **National Diffusion Network.**

Map 1.1: National Diffusion Network

WHAT IS THE NATIONAL DIFFUSION NETWORK?

During the past decade, the U. S. Office of Education has supported the development of innovative programs for meeting educational needs. The Elementary and Secondary Education Act (ESEA), passed by congress in 1965, represented the largest infusion of public monies into educational development in the history of this nation.

Title III, ESEA grants were awarded to school districts for the development and implementation of innovative programs. These monies were usually one-year grants, renewable for up to three years. It was anticipated, and specified, in RFP guidelines, that districts would incorporate successful programs into the normal school program after federal funds were discontinued and that projects would disseminate program information to other school districts. For many reasons, neither of these facets of the R & D process were fully realized.

The difficulty of dissemination was recognized early by the Kettering Foundation in their proposal to USOE to jointly fund a network of Demonstration Projects. In the 1960's about 30 of these projects were funded to serve as demonstration sites for visitation by educators. During the three years of the I/D/E/A projects, thousands of educators observed educational innovations. The University of Pittsburgh, R & D staff was commissioned to work with the Demonstration School Network and facilitated several meetings for Project Director and/or Evaluators. However, even during this effort, little additional information was

disseminated from these projects.

After several years of the infusion of federal monies into educational development, it became obvious that programs developed by local educational agencies, even though pilot-tested, and often shown to be quite successful, had not resulted in wide-spread educational change.

In an effort to improve the educational change process, USOE set aside sufficient Title III, ESEA monies to provide grants-in-aid to fund State-Wide Facilitator Projects. The purpose of these projects was to disseminate information regarding "successful" programs and to facilitate the infusion of programs, that could meet identified educational needs, into area school districts.

A total of 79 projects in 35 states made up the National Diffusion Network (see Map 1.1). As can be noted from the map, these projects provided reasonable coverage of the continental United States.

The projects to be disseminated through the network are identified and validated by USOE. Local Education Agencies have been invited to submit for Developer/Demonstrator grants. The proposals, containing program validation data, are reviewed by a Demonstration Review Panel (DRP). About 135 programs (see Map 1.1) have currently been passed by the DRP and 65 have been provided funds for dissemination/in-service activities.

The approved projects make up the pool of programs available for consideration for adoption/adaption through the State-Wide Facilitator. The general process, from beginning development through adoption is as follows:

- Program Development
- Program Implementation
- Program Evaluation/Documentation
- Program Review Validation
- **Awareness I Information Dissemination**
- **Awareness II Information Dissemination**
- **Program Selection**
- **D/D In-Servicing/Adoption Facilitation**
- **Program Adoption by LEA**

The latter five steps (bold print) are in the perview of the State-Wide Facilitator, with the actual in-servicing conducted by the approved D/D project staff.

DOES THE DIFFUSION PROCESS WORK?

To date, there is no definite answer to this question. More specifically, it is impossible to adequately approach the question without identifying and establishing criteria for defining the term **WORK**. These criteria could be stated in terms of **■ districts impacted ■ learning centers implementing new program ■ teachers in-serviced ■ students affected ■ teacher changes ■ student behavior changes.** At this point, it is possible to evaluate the diffusion process in terms of all but the latter two criteria. On a national or state-wide scale, it has not been feasible to closely monitor LEA processes, teaching procedures, or test for student changes. It should be noted, though, that internal program evaluations of these types are currently being conducted by some districts. One such example, with several adopted programs, is Rockford, Illinois.

The concept of systematic educational project evaluation and documentation has been an evolving process with Title III, ESEA. Recently, R & D projects have been required to incorporate evaluation into the project design. Evaluation should, and often does, serve two basic purposes:

- Information feedback for management of project activities, and
- Project documentation for process definition/description and impact direction/level.

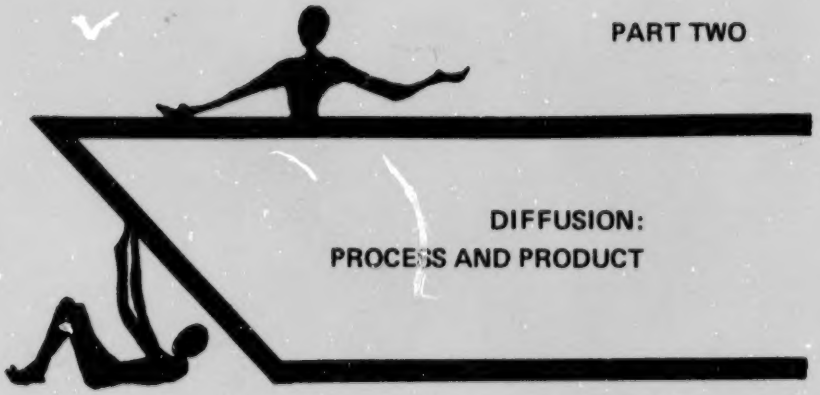
The evaluation effort for the projects in the National Diffusion Network has been somewhat different than typical for Title III, ESEA contracts in that, to date, it has consisted of three national level contracts awarded to Magi Associates and Stanford Research Institute. These efforts have been largely case studies of the facilitators. The most current study involves one-day on-site interviews with selected facilitators, D/D's, and LEA's. The following reports have been issued: **National Diffusion/Adoption Network: A First Year Formative Look**, Magi Associates, 10/75 and **Evaluation of the National Diffusion Network: Study Design and Analysis Plan**, SRI, 3/76.

The state facilitator contracts issued by USOE did not specify third-party evaluation. Nevertheless, Shirley Menendez, MEDIA Project Director, commissioned Evaluative Research Associates, Inc. to supply these services to the project. Thus, the Illinois State-Wide Facilitator was one of the few National Diffusion Network projects with independent, third-party evaluation.

Evaluative Research Associates, Inc. has worked with Project MEDIA for two years, providing project monitoring and reporting services. This report is the summative result of these services. Included in this report are the following types of information:

- Description of the facilitation process as implemented in the State of Illinois.
- Numbers and types of requests for information and assistance from Project MEDIA.
- Impact of the State-Wide Facilitator on LEA's in the State of Illinois.
- Cost-effectiveness of diffusion in the State of Illinois.
- Illinois adopter LEA's and adopted D/D projects.

The question initially asked, "Does the diffusion process work?" can be narrowed to ask "Does the Illinois diffusion process work?" The final answer to this question is left to the readers of this report.



PART TWO

DIFFUSION: PROCESS AND PRODUCT

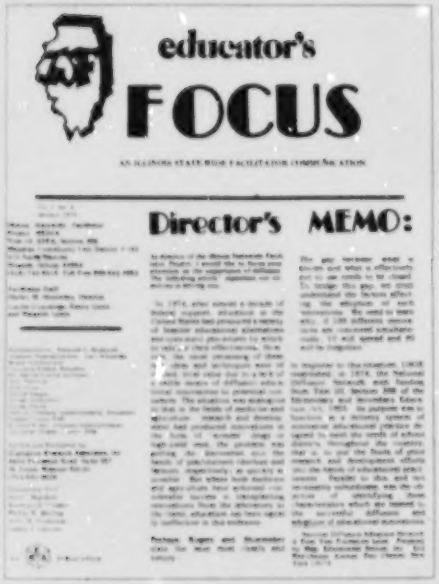
The diffusion of exemplary educational programs into Illinois schools has depended to a large extent on the process of dissemination established by the Illinois State-Wide Facilitator. Diffusion requires a comprehensive and efficient communication system to channel information about innovative programs to LEA's. In fact, the primary goal of the ISF dissemination process is to make educators aware of the program options available to them for adoption or adaption.

The ISF dissemination process includes:

- Mass and selected mailings of materials that describe and explain the nature of innovative programs and the adoption process.
- Formal and informal **awareness presentations** to introduce the concepts of innovation, exemplary programs, and the facilitation process.
- Responses to specific requests from educators for information and/or assistance in program selection, development and implementation (mail, telephone, on-site activities).
- Participation in the National Diffusion Network planning and policy-making activities.

DISSEMINATION OF DESCRIPTIVE MATERIALS

The ISF developed a newsletter as part of their second-year dissemination strategy. This newsletter was published twice during the 1975-76 project year. It was designed to summarize facilitation and adoption activities throughout the State of Illinois and to publicize upcoming events.



educator's
FOCUS

Director's MEMO:

The newsletter strategy was selected to create an awareness of the wide-spread interest and committment to the adoption of innovative programs. Over 8000 newsletter copies were received, via direct mailing, by Illinois certified educators, superintendents, ESR offices, directors and superintendents of non-public schools, and Title IV ESEA Advisory Council members.

In addition, over 1000 individual requests for program information were made to the ISF this year. Materials were forwarded in answer to these requests (see Part 4, Year-End Report, 1975).

Listed below are the 20 programs which were requested most often by Illinois educators:

Program Title	Frequency of Requests Received
PATL	42
Reading & Math	35
Language Arts	35
FOCUS	34
NDN Brochure	34
EPSF	34
Science	32
Outdoor Education	32
HOPE	31
New Model Me	30
PEGASUS	29
PREP	20
ALP	20
SDR	20
Dale Avenue	19
Strategies in Early Childhood	19
Success for SLD	19
VOC Reading Power	18
Project Adventure	14
Project LD	13

In the diffusion process, Project MEDIA cooperatively worked with the State Educational Agencies. These agencies supported MEDIA activities by providing:

- Awareness information about MEDIA to LEA's
- Facilities
- Technical assistance
- Coordination/assistance with cooperative conferences
- Mailing labels for mass distribution of materials
- Letters of support

Moreover, the Illinois Office of Education (Title III/IV) asked MEDIA to screen the letters of intent for Title IV adoptive/adaptive grants.

As previously noted, awareness information was provided to large numbers of persons in the Illinois area. Most typically, this information went to:

- School Boards
- Central Office administrators
- Principals, public and non-public schools
- Special Service personnel
- Teachers, public school
- State Education Agency personnel
- Congressmen and Legislators

As part of their awareness effort, MEDIA staff have visited about 70% of the 1034 public school districts and about 8% of the non-public school districts in the state. Even though the number of conferences sponsored has more than doubled, from 60 to 134, the emphasis for 1975-76 as compared to the previous year, has shifted from conferences in which several diverse D/D or DRP's are presented to ones in which only a single D/D or DRP is presented. The percentage breakdown by conference type follows.

	1975-76	1974-75
One D/D or DRP	45%	10%
Several Similar D/D's or DRP's	21%	25%
Several D/D's or DRP'S	34%	65%
Total No. of Conferences	134	60

As previously noted, awareness activities included both public and non-public schools; administrators, special service personnel, teachers, and other staff; State Educational Agency personnel; and special interest groups. The total numbers of D/D's and DRP's and districts involved in awareness conferences significantly increased for the 1975-76 project year, particularly the number of non-public schools.

	D/D's	DRP's	Public Districts	Non-Public 's
1975-76	45	7	800	600
1974-75	3	4	500	55

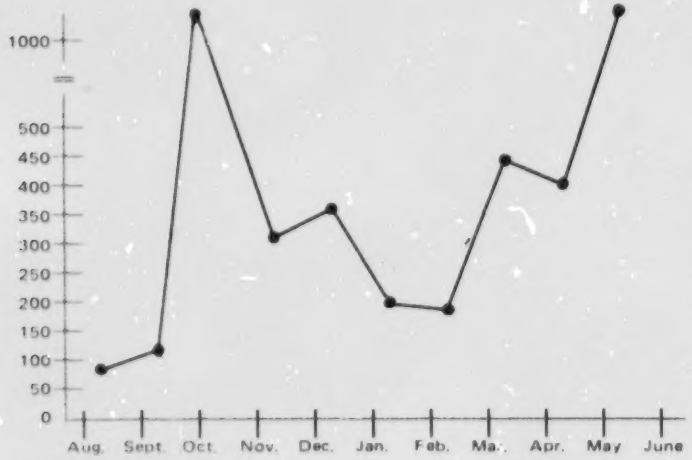
There were only two reoccurring problems in the dissemination process:

- Logistics of bulk mailing of materials
- Obtaining needed materials from D/D's

AWARENESS PRESENTATIONS

The ISF staff concentrated much of their dissemination efforts on group presentations. These presentations were both formal and informal and included sessions planned by the ISF, as well as ISF participation in education-related conferences. In 1975-76, the ISF staff communicated directly with 3538 educators through group presentations. Also, over 12,000 people had the opportunity of visiting ISF display booths to review and to discuss awareness information.

The figure below shows the numbers of people involved directly in ISF awareness presentations throughout the second fiscal year.



This part of the dissemination process encompassed a large geographic area, which allowed educators across the entire state easy access to awareness presentations.

NATIONAL DIFFUSION NETWORK

Again this year the ISF actively participated in the operations of the National Diffusion Network. This participation was evidenced by ISF staff attendance at each of nine conferences, convened throughout the 1975-76 year. Particular emphasis was placed by ISF on working with a dissemination committee geared toward improving congressional awareness of innovative educational programs, the validation process, as well as the state-wide facilitation efforts in adoption/adaption. A map indicating ISF National Diffusion Network activities is presented below.

NDN ACTIVITIES

Date	Activity and Location
8/7-8	Service to KY facilitator; Gilbertsville, KY
9/8-9	Facilitators Meeting; Overland Park, KA
9/22-24	Dissemination Conference; Detroit, MI
10/1-2	NDN Dissemination Committee; Philadelphia
11/3-5	Total NDN Meeting; Washington, DC
3/11	Legislative Committee; Washington, DC
3/15-16	Central States Meeting; Council Bluffs, IA
3/28-4/2	Total NDN Meeting; Washington, DC
4/12-16	CSF Conference; Denver, CO

NATIONAL EVALUATION

USOE has contracted for two national evaluations. The first of these contracts was with Magi Educational Services, Inc. and the second is Stanford Research Institute. To date, two reports have been issued:

National Diffusion/Adoption Network: A First-Year Formative Look. Magi Educational Services, Inc., 1975.

Evaluation of the National Diffusion Network: Study Design and Analysis Plan. Stanford Research Institute 1976.

The Magi report was based on survey research of the State Facilitators and Developer/Demonstrator projects and interviews with 14 State Facilitators and 12 D/D's. The information reported was descriptive of the impact and processes employed by SF's and D/D's. Reported was such information as, by March 31, 1975 the "typical" SF had facilitated about 20 training sessions and contacted about 800 public and non-public schools.

The SRI report included a description development for the second national evaluation. The evaluation process has been implemented and should be completed in the near future.

Map 2.1: NDN Activity Locations

PART THREE

ADOPTIONS: INDEPENDENT REVIEW

In the process of evaluating Project MEDIA, it is important to independently gather information relating to both process and products. Because of normal constraints on the evaluation process, it was not possible to test for student and/or staff change. It was decided by ERA to conduct a limited case study of the facilitation process from the vantage point of the LEA and to independently survey adopter/adapter districts.

Rockford School District, Rockford, Illinois, was selected as the site for the case study. This district was selected for three reasons:

- Rockford was the first district to utilize MEDIA services in program adoption.
- Rockford had adopted/adapted several different D/D projects.
- ERA personnel have conducted on-site visitations to Rockford, including attendance at one D/D in-servicing.

ERA has selected three adoptions as examples of the facilitation process. Moreover, we have tracked, with the aid of Rockford staff, the adoption process in each case. These particular programs illustrate three different ways in which a State-Wide Facilitator can be of service to a district.

- EPSF Adoption--Project MEDIA worked with Rockford staff from initial awareness through facilitation and implementation.

- PREP Adoption--Project MEDIA worked with Rockford staff in initial awareness. The LEA staff did the follow-up, including obtaining Federal funds for implementation. No MEDIA monies were used in this adoption.

- PRE-ALGEBRA Adoption--Initial awareness and implementation was through interaction between Rockford staff and the D/D. Project MEDIA, upon request, provided limited monies for program materials. Project MEDIA provided financial assistance, upon request, for teacher in-servicing for the expansion of the program from one to eight learning centers.

As will be noted on the following pages, Rockford School District, not without some difficulties, has been successful in all three of these adoptions. The key element in this success seems to have been school personnel who were willing to give of their abilities and time to **make** these programs a success. Moreover, the general attitude of the district, as reflected by the District Superintendent, Dr. Arthur Johnson, seems to be a critical factor in successful program adoptions.

DISTRICT: Rockford, Illinois
D/D PROJECT: Early Prevention of School Failure
DATES IN-SERVICE: 2/3-7/75--two 2-day sessions and one 1-day session, 300 persons
5/19-20/75--follow-up in-service
CHILDREN AFFECTED: 4624--registered
2496--screened
MEDIA FUNDING: $21,107

This project adoption was the first one facilitated by Project MEDIA. The implementation of the project was the culmination of on-site meetings between Ms. Shirley Menendez, Director, Project MEDIA and Ms. Charlotte Hoffman, Director of New Funded Programs, Rockford School District. The facilitation/implementation process was as follows:

AWARENESS

During the fall, 1974, Ms. Menendez presented a MEDIA awareness session at a Title III, Project Director Conference. Ms. Hoffman and Ms. Menendez met at that time. From their discussions, Rockford decided to adopt the **Early Prevention of School Failure Project (PEOTONE).**

The purpose of the PEOTONE Project is to screen all kindergarten children prior to their entering school to identify learning problems and provide special services to both students and teachers.

During December, 1974, the Board of Education authorized the acceptance of MEDIA funds for reimbursement of adoption starting costs. A five person steering committee was appointed, consisting of Ms. Charlotte Hoffman, Ms. Blanche Martin, Mr. John Hartwig, Ms. Jan Jones, Ms. Bev Lindsey, and Ms. Ruth Harris.

D/D VISITATION

During December, 1974, the steering committee visited Peotone, Illinois to talk with Luceille Werner, Project Director of the **Early Prevention of School Failure** Project.

DISTRICT AWARENESS

Several meetings were held during January, 1975 to introduce district personnel to the project. These meetings involved principals, special services personnel, coordinators, and teachers. Ms. Menendez, Director, State-Wide Facilitator Project, visited the district, meeting with several district staff.

PROJECT FUNDING

In December, 1974, Rockford requested MEDIA assistance of $22,700 for staff released time, local travel, and materials. They estimated a district contribution of $29,758 to implement the project. The actual MEDIA cost was:

Released Time	$11,710.75
Travel	46.80
Materials	9,349.45
Total	$21,107.00

Rockford contributions to the project implementation included:

Released Time	$1,868.00
Travel	200.00
Material	7,690.00
Local School	995 person days
Central Office Adm.	278½ person days
Computer Time	50 hours

For the 1976 screening, the Rockford Kiwanis is funding the costs of testing materials and printing.

IN-SERVICING

During February 3-7, 1975, 252 teachers from 53 learning centers participated in project in-servicing, provided by the D/D. Project MEDIA had eight staff present for the Rockford in-service training. Since this was the first ISF in-service, the staff were sent to Rockford for MEDIA staff development, and, thus, were primarily participant-observers. Two ERA staff, MEDIA evaluators, attended this in-service. ERA's primary purpose was to provide evaluative feedback to Ms. Menendez and the other MEDIA staff.

A follow-up in-service occurred May 19-20. All kindergarten teachers and learning disabilities teachers were asked to attend the workshop. Half of the staff attended on the first day with the second half of the invited school personnel attending on the second day.

PROGRAM IMPLEMENTATION

Project implementation occurred immediately following in-servicing. In January, 1975, Ms. Ruth Harris, Rockford School Psychologist, was assigned Screening Coordinator for the project. During February, 1975, materials were ordered and city-wide screening procedures developed. A master record keeping system also was designed.

Most of the month of March was spent advertizing for parents to register their pre-kindergarten children. The advertizement process included:

- Television coverage
- Radio spots
- Posters
- Billboards
- Newspaper ads
- Telephone
- Memos from school
- Personal contact

It was emphasized that **all** parents should have their children registered at their neighborhood school, regardless of whether or not they planned on being in Rockford in the fall.

Registration was set up for March 24-28, 1975. The month of April was devoted to screening the registered children, with a few children screened in May. During this period, 2513 children were registered, and 2496 of these children were screened. Another 2111 were registered at a later time. The racial/ethnic distribution of the children screened was:

- 1972 White
- 474 Black
- 40 Mexican-American
- 10 American Indian

Besides the previously noted in-servicing, the major activities engaged in during the month of May consisted of analyzing screening test results and developing a central office filing system so that test data could be easily transferred between schools for mobile children. The analyzed data were forwarded to the appropriate schools during June.

The program is being repeated for the Spring, 1976, with modifications based upon 1975 learnings.

RESULTANT PROGRAMS

Special summer programs were developed for the highest and lowest scoring children.

- DIAGNOSTIC SUMMER SCHOOL
  This program was developed for the **lowest** scoring 6% of the children. A total of 16 special summer classes at seven schools were offered. The enrollment was 152 children with learning disabilities.

- GIFTED LANGUAGE PRE-SCHOOL PROGRAM
  A special language program, adapted from the PREP Project, was offered for the upper scoring 4% of the children. This program was at two schools. A Rockford teacher and school psychologist staffed each of the two classes. A total of 100 children and their parents were serviced by this program.

District Instructional Consultants conducted a 10½ day workshop immediately following the close of school. A team of eight kindergarten teachers were selected to develop programs for the 1975-76 school year based on the results of the screening. The resultant programs were infused into the kindergarten curriculum.

EVALUATION

Program evaluation consisted of questionnaires administered to:

- Parents
- Principals
- Teachers
- Special Services Staff

For the most part, all groups surveyed were favorable to the program. The strengths of the screening were seen as:

- Providing information on the children
- Providing diagnostics for teaching
- Good public relations

The potential weaknesses of the program were seen as:

- Labeling children as L.D.
- Large use of staff time for only one group of children
- Too much paper work
- Not being definitive enough

The largest single grouping of parents stated that they found out about the registration directly from the school. Most of the parents received feedback on the screening by letter or personal contact. Significant numbers of persons got feedback by phone or group meetings. Only a few parents said that they did not obtain feedback.

D/D

The D/D Project Director was responsive to in-servicing and following-up the Rockford adoption. She seemed to have spent considerable time in this process. The initial in-service was done by the PEOTONE Project Director and teachers from other districts utilizing the PEOTONE Model.

There were some difficulties in the in-service, particularly during the first day. These difficulties seemed to have occurred for two reasons:

- Lack of communications at some levels, likely due to the relatively short period of time between awareness and in-servicing.
- Insensitivity of the D/D staff to the abilities/backgrounds of the Rockford staff and the needs of the district.

Regardless, three-fourths of the staff indicated to ERA that they felt the initial in-service was worth attending and that this type project was needed in the district. All surveyed staff felt that the children could benefit if the program was implemented.

The follow-up in-service seemed to go much easier. It was felt that this was a result of the D/D requesting and utilizing Rockford staff input for planning.

DISTRICT: Rockford, Illinois
D/D PROJECT: Parent Readiness Education Project(PREP)
DATES IN-SERVICE: 4/75--2 days, 2 persons
8/75--3 days, 7 persons
CHILDREN AFFECTED: 845--initial screening
260--secondary screening
100--serviced
MEDIA FUNDING: None
OUTSIDE FUNDING: **$90,000--Title III, ESEA, Sec. 306**

This project adoption represents a spin-off of other facilitation activities of the MEDIA Project Director, Shirley Menendez. As noted in the previous study, Ms. Menendez was the primary facilitator for the PEOTONE adoption in Rockford. During the process, Ms. Hoffman, Director of New Funded Programs for Rockford School District, became aware of PREP. The result was the proposal preparation and subsequent federal funding of a PREP adoption in Rockford. More specifically, the PREP adoption has gone as follows.

AWARENESS

Ms. Hoffman, Director of New Funded Programs, Rockford School District, attended an awareness presentation made by Ms. Menendez, MEDIA Project Director. Subsequently contact between these two persons resulted in MEDIA facilitation of the PEOTONE adoption by the district. As previously noted, the PEOTONE Project is for the purpose of identifying children with learning disabilities prior to their entering kindergarten.

One of the needs identified for Rockford was that of a specifically developed special program for these identified children. The State-Wide Facilitator provided information on PREP as a possible program to meet this need. This was in November, 1974.

D/D CONTACT

During February, 1975, the CEMREL Conference, jointly sponsored by CEMREL and the Illinois and Missouri State-Wide Facilitators was held in St. Louis, Missouri. Ms. Hoffman met with Ms. Bert, Project Director of PREP. This meeting led to further interest in Project PREP.

PREP VISITATION

During April, 1975, Ms. Hoffman and Ms. Harris, School Psychologist, Director of Kindergarten Screening Project, went to Detroit for a 2-day orientation on Project PREP.

DISTRICT AWARENESS

Ms. Hoffman and Ms. Harris brought information on PREP back to district personnel. The focus of the project as a pre-school experience for children with learning disabilities was discussed with district administrators. It was determined that the project fit a district need and was given support within the district. This resulted in the preparation and submission of a proposal for Title III, ESEA funds. Moreover, during the summer of 1975, the PREP Project was modified, adapted, and implemented as a special program for the gifted.

PROJECT FUNDING

In July, 1975, Rockford was informed that they had been awarded $90,000 Title III funds for PREP Project adoption. In August, 1975, Ms. Pat Ellsworth was assigned Project Director.

IN-SERVICING

During August, 1975, the Project Director, four teachers, one social worker and the Supervisor of Learning Disabilities attended a three-day orientation/training session on PREP in Detroit, the D/D site.

PROGRAM IMPLEMENTATION

The PREP adoption was implemented in September, 1975. The general process was as follows:

- September 8-17--Initial registration and screening was completed. The screening consisted of a parent survey relating to their child's developmental progress. Prior to the registration, a large scale advertizement campaign was conducted for parent registration of their children. This resulted in 845 children being registered.
- September, 1975--All parent-completed checklists were analyzed to determine which children were most likely to have learning disabilities. This resulted in the invitation to the parents of 275 children for further screening.
- Late September-Mid-October,1975--Individual student screening was completed. Of the invited 275 children, 260 were screened.
  All data were analyzed by the district research consultant. From the data, 194 students were identified as needing PREP services. Since the project was limited in size, only 100 randomly-selected students were invited into the program. The remainder served as a control group for evaluative research on program impact.
- Late October, 1975--Parents were invited to attend four half-day PREP sessions in order to evaluate the program.
- November 4, 1975-May 20, 1976--PREP sessions were held four half-days per week for the children and one-half-day for parents or parent surragates. The parents were required to observe their children one session per week and to attend a small group session led by a social worker to discuss their observations. A total of 100 students and 5 teachers were in the program.

EVALUATION

Program evaluation consisted of:

- Parent opinionnaires administered in May, 1976,
- Parent cognitive knowledge test administered in May, 1976, and
- Student pre-post test data, with a control.

The data have been collected, but, at this writing, are still in the process of being analyzed. Overall, the Project Director seems to be excited about the project and generally positive toward its successful implementation. Moreover, PREP

D/D staff did an on-site in March, 1976 resulting in their endorsement of the project.

PLANS

Rockford has applied for 1976-77, Title IV funds as an Illinois D/D site*. Moreover, they have applied for funds to implement PREP in area pre-schools.

D/D

Both the Project Director and the District Director of New Funded Programs commented to ERA staff that the PREP D/D staff were extremely helpful to them. Moreover, they noted that the on-site orientation/training program conducted by the D/D was very well planned and effectively implemented.

*Demonstrator/Diffusion site

DISTRICT: Rockford, Illinois
D/D PROJECT: Pre-Algebra
DATES IN-SERVICED: 12/74--1 day D/D on-site
3/75--Area conference, D/D on-site
4/75--2 weeks, 2 persons at D/D site
5/75--1 week, 3 persons trained by Rockford personnel
9/75--1 week, 3 persons trained by Rockford personnel
12/75--2 days, 18 teachers trained by D/D
5/76--9 teachers in-serviced by Rockford personnel
STUDENTS AFFECTED: 80--Summer, 1975
250--1975-76 school year
375--1976 winter semester
MEDIA FUNDING: $1,326.80

This project adoption represents an initial awareness independent of Project MEDIA, with MEDIA assistance for implementation.

PROJECT

The Pre-Algebra Development Center is designed to prepare selected grade eight graduates for Algebra in high school and to train upper grade mathematics teachers in new teaching techniques. The instruction is in four phases:

- Classroom
- Mathematics Laboratory
- Mathematics Reading
- Diagnostics and Remediation

This program is designed to enable students to become aware of their individual potentials and to reduce the number of students entering high school with mathematics deficiencies.

AWARENESS

Initial awareness of the Pre-Algebra Project occurred during the Fall, 1974 Quincy Conference. Mr. Bill Trapp, Project Director, Rockford School District, attended the conference. While in Quincy, Mr. Trapp met and talked with the staff of the Pre-Algebra Project.

D/D CONTACT

Following the initial awareness contact, Project staff made two on-site visits to Rockford. The first visit, made during December, 1974, consisted of meetings with district administrators to explain the programs. A follow-up Rockford Area Conference was held in March, 1975. At this time, Pre-Algebra project staff explained critical elements of their program.

DISTRICT AWARENESS

Through these several contacts a number of district administrators and teachers became aware of the potential of the Pre-Algebra Project in meeting some district needs. Included in this group were Ms. Charlotte Hoffman, Mr. Ron Lyford, Ms. Kathleen Sharkey, and others.

PRE-ALGEBRA VISITATION

During April, 1975, Mr. Lyford, Rockford Pre-Algebra Project Director and Ms. Kathleen Sharkey spent two weeks in Chicago observing the Pre-Algebra Project. This extended visitation enabled the two Rockford staff to become thoroughly trained in the project.

INITIAL IN-SERVICING

During May, 1975, four additional Rockford teachers, for a total of six teachers, were selected to work with Pre-Algebra. During the week of May 12-16, Mr. Lyford and Ms. Sharkey conducted a training session for the four newly-recruited staff.

PROGRAM IMPLEMENTATION

The six-member team visited the Rockford middle and secondary schools, talked with teachers, counselors, administrators, and parents, and proposed a summer program adopted from the Pre-Algebra Project.

During the Summer, 1975, the Pre-Algebra Project was implemented. The course ran for seven weeks, four days a week, from 7:30 - 11:30 in the morning. Approximately 95 high school-aged students were included in the program. Project MEDIA was requested to supply $336.80 for additional needed materials for the program. During September, 1975, the program was offered to about 250 students in one high school. Three additional teachers were trained by their colleagues during the first few weeks of the program. The program has been modified by Rockford from a special service program to a regular school offering.

During the winter semester, 1976, the program was implemented in seven middle schools for about 375 students.

MIDDLE SCHOOL IN-SERVICING

During the fall semester, 1975, Project MEDIA, the State-Wide Facilitator, was asked for funds to release middle school personnel for training in Pre-Algebra. During December 10 and 11, 1975, 33 Rockford staff were in-serviced by the D/D in the Pre-Algebra program. Project MEDiA supplied $990 support monies for substitute teachers. During May, 1976, 9 middle school teachers were released for one day to visit the secondary school site for further in-servicing.

EVALUATION

Student growth and attendance were used as evaluation criteria for the summer school program. It was found that, on the average, a little over one year growth in mathematics achievement occurred during the seven week program. Moreover, the attendance rate was higher than normal and the student drop-out rate was lower than usual.

Similar measurements were collected during this past year. At this writing, however, the data analysis are in process and the evaluation has not been completed.

PLANS

Next year plans are to maintain the program in the 8 schools currently using it. The numbers of secondary students in the program should stay about the same. However, it is anticipated that the number of students in the middle school program will increase next year.

D/D

It seems that the D/D staff were very helpful in working with the Rockford adoption. Rockford staff were somewhat disappointed in two of the D/D's performances:

- Many of the materials were unedited and still needed to be finalized, and
- D/D staff did not seem to be supportive of training Rockford trainers in the project, as Rockford preferred. Rather, they seemed to want to do all the training themselves.

DISTRICT SURVEY

During February, 1976, about 150 surveys were mailed to Illinois School districts that had adopted/adapted D/D programs. About two-thirds of the surveys were sent to 1975-76 adopters. A total of 60 surveys were returned to ERA.

- 38 surveys were returned by 1975-76 adopters
- 22 surveys were returned by 1974-75 adopters

CONTACT AND AWARENESS

The districts surveyed were asked to indicate what their first contact was with MEDIA, how they first heard about the D/D they adopted and who made the first contact concerning the district with the D/D. The responses to these questions are summarized in Figures 3.1 through 3.3. It needs to be noted that, in some cases, the percentages reported in these figures add to more than 100. This occurred because a few respondents checked more than one response for a question.

As can be seen from the results shown in Figure 3.1, the most effective method for developing district awareness of the State-Wide Facilitator was through conference presentations. This method for generating awareness was even more effective during the second project year than during the initial year. Mail awareness picked up about one-fifth of the districts both years. During the initial year, word-of-mouth seemed to be an effective awareness strategy in that

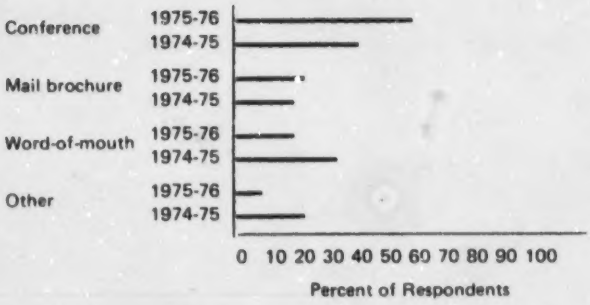


Figure 3.1: LEA original contact with MEDIA.

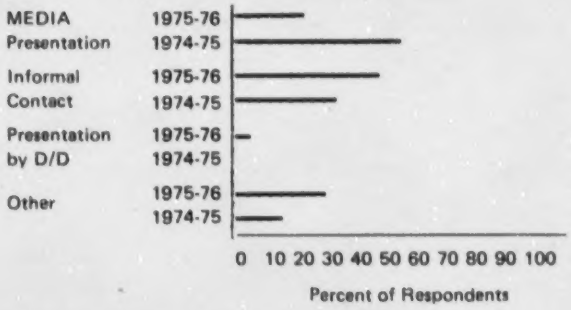


Figure 3.2: Source of LEA awareness of D/D.

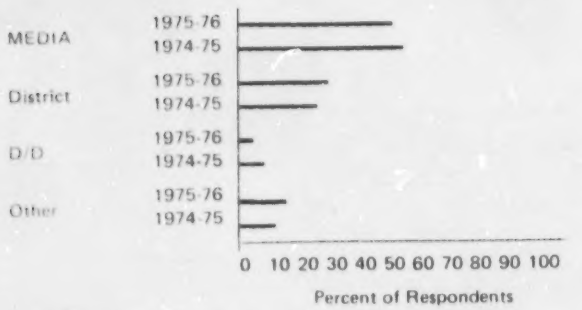


Figure 3.3 Source of first contact between LEA and D/D.

it accounted for about one-third of the respondent districts. During the second project year, this process accounted for less than one in five of the districts. Other kinds of awareness, such as Title I or Title III conferences, accounted for much less of the awareness during the 1975-76 project year, than during the initial project year.

The survey results indicated that most adopter districts first became aware of the D/D through contact with MEDIA (see Figure 3.2), either via MEDIA presentations or informal contact. Interestingly, the relative importance of these two strategies seemed to reverse during the two years, with the presentations being most important the first year and the informal contacts most important the second year.

Presentations by D/D's accounted for little initial awareness for the 60 responding districts. Other sources of awareness, such as other D/D's and brochures, were significant both years.

During both project years, a slight majority of the first contacts to the D/D's for LEA adoptions were made by MEDIA staff (see Figure 3.3). About half as many of the contacts were made directly by LEA staff. In a few instances, the initial contact was made by the D/D. A significant number of respondents indicated that still other sources accounted for the initial contact. However, analysis of the written responses suggested that most of these instances actually originated either from MEDIA staff or directly from the LEA.

IN-SERVICE TRAINING

The adopter districts were asked to rate the adequacy of the in-service training received from the D/D and to describe MEDIA's role in the in-servicing. The results were as follows:

1975-76	1974-75
71% felt that the in-service training was sufficient for implementation.	82% felt that the in-service was sufficient for implementation.
21% stated that there were problems with the in-servicing, such as some participants not showing up or time too limited.	18% stated that there problems with in-servicing, such as a lack of sufficient administrative awareness, teachers not showing up, too little time, poor communication.
39% stated that more training was needed to continue the adoption process.	50% stated that more training was needed to continue the adoption process.
79% said they would recommend the project to another district.	95% said they would recommend the project to another district.
MEDIA's role was described as involving initial planning, arranging in-service, and providing follow-up.	MEDIA's role was described as providing awareness materials and seed monies, arranging in-servicing, providing follow-up services, and providing general support and encouragement.

EXTENT OF ADOPTION/ADAPTION

The LEA's were requested to provide information on the number of students, teachers, and special staff affected by the program adoption/adaption. The results can be summarized as follows:

	1975-76	1974-75
Numbers of students		
■ Lowest number	14	23
■ Largest number	6310	7338
■ Mean number	824	937
■ Standard Deviation	1551	1845
Numbers of teachers		
■ Lowest number	0	1
■ Largest number	240	295
■ Mean number	19	39
■ Standard Deviation	43	82
Numbers of special staff		
■ Lowest number	0	0
■ Largest number	80	120
■ Mean number	5	10
■ Standard Deviation	14	27

As can be noted from these figures, the adoptions have been highly variable in terms of the numbers of students, teachers, or special staff involved in any one adoption. Of note, MEDIA has facilitated adoptions involving very small numbers of students as well as adoptions involving thousands of students. The data indicates that during its first

year, MEDIA adoption facilitations were both typically larger and more variable than during the second year.

Of further note, about two-thirds of the 1974-75 adopters indicated that there was community involvement in the process, while only about one-third had community involvement this past year.

CURRENT STATUS

The responses of 1975-76 adopters were highly varied as to the current status of the adoption. Most common were the following types of responses:

- Developing procedures for September, 1976 implementation.
- Reallocating Title I or other funds to support adoption(s).
- Looking at other adoptions that would meet identified needs of the districts.
- Planning or waiting for D/D in-servicing.
- State unsure, depending on availability of funds.

Most of the 1974-75 adopters stated that the programs were active and plans were to continue or expand them next year. A few districts stated that they could not afford any more adoptions, and one district indicated that it needed additional help to continue the project.

One-third of the current year adopters stated that they were preparing proposals for Title IV outside funding for full project implementation. About one-fourth of the 1974-75 adopters stated that they were preparing such proposals.

RATING OF MEDIA AS STATE–WIDE FACILITATOR

Each district surveyed was asked to rate MEDIA's service as the State-Wide Facilitator. The ratings were done on a seven-point scale, with 1 equalling poor and 7 equalling excellent. The ratings can be summarized as follows:

	1975-76	1974-75
■ Lowest rating	3	2
■ Highest rating	7	7
■ Mode rating	7	6
■ Mean rating	5.82	5.45
■ Standard deviation	1.14	1.27

These ratings suggest that there was a mix among districts in terms of their satisfaction with services provided by MEDIA as the State-Wide Facilitator. On the scale, a rating of 4.0 indicated fair service; 5.5 good services; and 7.0 excellent services. Thus, on the average, LEA's felt that MEDIA services were of good quality. Moreover, the statistics indicate that there was a negative skew to the ratings; thus, the highest proportions of the ratings tended toward the high end (5, 6, and 7) of the scale.

PART FOUR

ADOPTIONS: PROCESS AND PRODUCT

ADOPTION PROCESS

The U. S. Office of Education in 1974, under ESEA, Title III, Section 306, established a **NATIONAL DIFFUSION NETWORK (NDN)**. The NDN is designed to bring together representatives of Federal, State, and local agencies to promote the exchange of successful ideas, materials, and innovative programs within and across state lines. Toward achieving this exchange, the NDN comprises two primary components:

- Developer/Demonstrator Projects
- State-Wide Facilitators

Developer/Demonstrator Projects (D/D's) are exemplary programs which have been identified for adoption by local educational agencies throughout the country. USOE established a Title III Dissemination Review Panel to identify such exemplary programs. Projects that have completed appropriate validation/evaluation procedures can apply for review by the USOE, Title III, Section 306. If successful in passing the Dissemination Review Panel, the project may be declared **exemplary** and worthy of national replication. Once exemplary projects have been approved, they have qualified as "Developer/Demonstrator Projects" to be included in the National Diffusion Network operations.

The State-Wide Facilitator Projects service the other critical elements within the National Diffusion Network. These State-Wide Facilitators have been mandated by the U. S. Office of Education to:

- Provide Assistance to potential adoptor agencies in assessing their particular needs.
- Match the agency's needs with appropriate Developer/Demonstrator programs.
- Interface with local educational agencies through a specified adoption/adaption procedure.

In order to meet the requirements of the USOE, and to serve the purposes of the National Diffusion Network, Project MEDIA, the Illinois State-Wide Facilitator Project, developed a comprehensive adoption/adaption plan for local education agencies in Illinois. The plan involves several stages of dissemination and review. The plan, as developed, specified assessment of the levels of interest and commitment of local education agencies toward the implementation of Developer/Demonstrator programs. This assessment has been made at several different stages throughout the adoption process. The activities and attitudes of adopter agencies must be monitored and supported continuously, in order for the diffusion process to be maximally successful. By the stage-related plan, Project MEDIA assumed responsibility for these monitoring and support services in the State of Illinois.

ADOPTION PROCEDURE

The overall model for the adoption procedure in Illinois, as developed by Project MEDIA, specifies three interrelated functions to be carried out by the State Facilitator:

DISSEMINATION

This function includes the development and maintenance of information files on all Developer/Demonstrator projects, production of awareness materials, and the distribution of information.

FACILITATION

Included within this project function is the design of awareness material, scheduling of information awareness sessions, cooperative service delivery with other agencies, and the development and implementation of a model for supplying services to the educational agencies.

CLEARINGHOUSE

The clearinghouse function is that of identifying educational agencies ready to innovate, arranging contact for and interfacing between educational agencies and Developer/Demonstrator projects, and processing applications for State Facilitator support.

The general procedure implemented by Project MEDIA for facilitating adoption of exemplary educational programs by local educational agencies in Illinois involves:

- Disseminating awareness materials
- Reviewing inquiries from interested educational agencies
- Interacting with these agencies
- Requesting specific information from these agencies relating to needs and interests
- Reviewing received information and applications for support
- Interfacing between adopter agencies and Developer/Demonstrator projects requested for adoption in order to:
  - Schedule in-service training
  - Monitor in-servicing
  - Follow-up in-servicing
- Reviewing applications for cost reimbursements submitted by adoption agencies
- Reimbursing adopter agencies as contracted

During the initial year of operation, Project MEDIA designed and utilized a number of management control forms to gather the necessary information and to monitor the procedure. At the beginning of the second project year, these forms were evaluated by project staff and revised and condensed to a Request for Facilitator Assistance package. This package was designed to increase the efficiency and effectiveness of collecting appropriate information from the potential adopter agencies.

IN-SERVICE TRAINING

A crticial activity in the adoption process is for local education agency personnel to receive in-service training in order to prepare them to implement the NDN Projects. During this past project year, Project MEDIA, the Illinois State-Wide Facilitator, has exerted considerable effort in either facilitating such in-service training or directly performing this preparatory training. Upon evaluating first-year efforts involved with in-service training, Project MEDIA staff concluded that by establishing certain requirements and/or recommendations of LEA's before training would take place would greatly enhance the training process. Therefore, during the second project year, Project MEDIA established the following requirements before in-service training would occur:

- Completion of **REQUEST FOR ASSISTANCE** Forms
- Documentation of how monies were spent which were provided by Project MEDIA to the local education agency.

In addition to the above requirements, Project MEDIA also made several recommendations to the LEA before facilitating or providing in-service training:

- The LEA should become familiar with the philosophy of the D/D project
- A signed statement of **INTENT TO ADOPT** by the LEA
- Rationale for the request
- Demographic data concerning the district(s) involved
- Documentation of district support for the adoption
- Registration of participants for the in-service training

In addition to these requirements and recommendations, Project MEDIA functioned in other ways in order to enhance the training experience. Project MEDIA had at least one staff member present at all training sessions conducted during this past project year except in a few special cases (e.g., conflicting schedules as a result of prior commitments). Also, prior to in-service training occurring, Project MEDIA always disseminated copies of the training manuals or material to all those persons planning to attend the training sessions and in most cases sent copies of an agenda or an overview of the scheduled training sessions.

A listing of the Developer/Demonstrator Projects in which Illinois educators were trained during the project year 1975-76 is presented in Table 4.1, along with the numbers trained in each project. A total of 1267 Illinois educators participated in in-service training sessions involving 20 different Developer/Demonstrator Projects. As evidenced in Table 4.1, the number of educators trained in each D/D varied significantly. While almost one-third of these Illinois educators were trained in the **CURRICULUM FOR MEETING MODERN PROBLEMS** Project, only a very few were trained in other projects. These 1267 Illinois educators included the following percentages of various groups:

- 1% Superintendents
- 10% Principals
- 7% Other administrators (assistant superintendents, vice-principals, supervisors, etc.)
- 5% Pupil service personnel (counselors, psychologists, social workers, nurses, etc.)
- 70% Classroom teachers
- 1% Paraprofessionals
- 1% Parents or community representatives
- 5% Others (students, higher education representatives, state agency personnel)

Illinois Adoptions 1975-76

Alwood Elementary School
Aurora East Unit District No. 131
Beecher School Dist. 200-U
Belleville Comm. School District No. 118
Blackhawk Area Education Center
Bond County Comm. Unit No. 2
Brookport Unit No. 38
Cairo Public Schools
Calument High School
Catholic School Board of Chicago
Central Catholic High School
Channahon Elementary School
Charleston Public Schools
Chicago District No. 227
Chicago District No. 229
Chicago District No. 21
Cicero Public Schools
Roberto Clemente High School
Clinton High School
Comm. Cons. District No. 59
Crystal Lake District No. 41
DuQuoin Comm. Unit District No. 300
East Alton High School
East St. Louis District No. 189
Edwardsville Comm. Unit District No. 7
Eldorado Comm. Unit
Elmwood Unit District No. 322
Elverado School District
Egyptian Comm. Unit
Evanston Township High School
Farragut High School
Funkston Elementary
Glenbrook High School
Glen Carbon School
Granite City Special Ed. Coop.
Highland Comm. Unit District No. 5
Hoffman Estates High School
Hutsonville Comm. Unit No. 1
Jacksonville District No. 117
Jefferson Grade School
Joliet Public Schools
K–W Coop.
Lake Bluff Elementary School District No. 65
Lincoln Elementary
Lincoln Comm. High School
Livingston Comm. Cons. District No. 4
Madison Co. Special Ed. Coop.
Manteno School District No. 3
Maple Grove Elementary School
Marengo Cons. District No. 140
Meredosia-Chambersburg
Meridian Comm. Unit No. 101
Metropolis City Schools

Of the 44 in-service training sessions held in Illinois during the past project year, Project MEDIA staff conducted approximately 10% and facilitated the remaining 90% of the training sessions.

Project MEDIA staff have been trained as trainers in three of the Developer/Demonstrator Projects have conducted training sessions for these three projects.

TABLE 4.1:
IN-SERVICE TRAINING IN ILLINOIS

D/D	No. of Educators Trained*
Curriculum for Meeting Modern Problems	396
Success for SLD Child	164
Project HOPE	155
Project SEE	131
Talents Unlimited	86
Pegasus-Pace	65
Urban Arts	60
Project ICE	46
Media Now	34
Early Prevention of School Failure	27
Positive Attitude Toward Learning	26
Institute for Political and Legal Education	23
ECPC	20
Learning to Read by Reading	10
Saturday School	8
Project COMP	6
Parent Readiness Education Project	6
Project ACTIVE	2
Dallas Simu-School	2

*Based upon available figures prior to the June 30 completion date of the project.

Milledgeville Comm. Unit District No. 312
Moline Unit School District No. 40
New Simpson Hill District No. 32
Niles West High School
Notre Dame High School
Oak Grove School
Odell High School
Orangeville Jr.-Sr. High School
Oregon Comm. Unit School District No. 220
Oswego Comm. Unit District No. 308
Pekin Public Schools
Peoria Area Catholic Grade Schools
Princeton Elementary School District No. 115
Quincy Public Schools
Reed-Custer School District No. 255-U
Rockdale School District No. 84
Rockford Public Schools
Rock Island Public Schools
St. Dominic School
St. Francis Consolidated School
St. Francis de Sales High School
St. Mary of the Woods School
St. Pascal School
St. Peters Cathedral School
Albert R. Sabin Elementary School
Sacred Heart of Mary High School
School District Unit No. 46
Scott-Morgan Comm Unit No. 2
Shirland Comm. Cons. District No. 13
Southern Illinois University
Southern Will County Coop.
Special Ed. Coop.
Spring Valley Elementary No. 99
Steinmetz High School
Sterling Comm. Unit No. 5
William Howard Taft High School
Talmud-Torahs of Chicago
Tamaroa School District No. 5
Thornton Fractional Township High School
Trinity Lutheran School
United Township High School
Urbana School District No. 116
Ursuline Academy
Unity Point School
Westmont South Elementary
Wheeling District No. 21
Wilmington School District 209-U
Wolf Branch District No. 113
Woodland School District
Woodridge School District No. 68
Worden Public Schools

DISTRICTS/PROJECTS

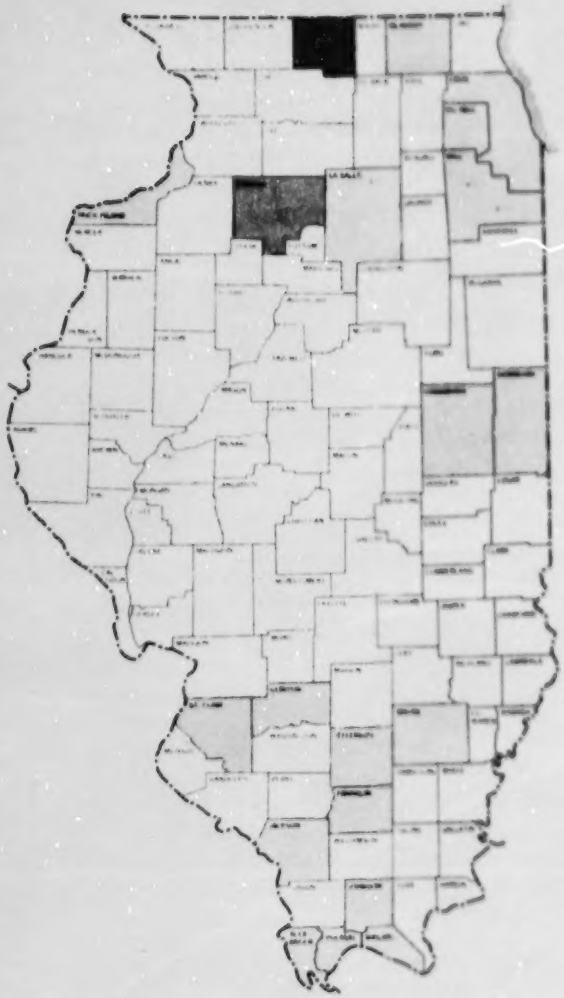
During the two years of operation, Project MEDIA has facilitated 201 adoptions of Developer/Demonstrator Projects in Illinois school districts. Of these, 135 occurred during the past project year as compared to 66 which occurred during the first project year. The locations of all 201 adoptions are designated on Map 4.1. Examination of the map indicates that during the second project year, 1975-76, Project MEDIA facilitated adoptions in signficantly more Illinois counties than during the first year of operations.

It can be noted that adoptions of exemplary educational programs occurred in 46 Illinois counties during the second project year. This more than doubles the number of counties which had adoptions during the Project Year 1974-75.

The 135 adoptions which occurred during the second project year involved 37 different D/D's. Presented in Table 4.2 are the Developer/Demonstrator Projects adopted in Illinois school districts during 1975-76 and the number of adoptions for each project. Five of these projects had 10 or more adoptions, each; while an additional six D/D's had between 5 and 9 adoptions, each.

It should be emphasized that during the last project year, the Illinois Office of Education, Title IV (State Educational Agency) supported the process of adopting exemplary educational programs in the State of Illinois. During June, 1976, this state agency awarded 35 Illinois school districts adoption monies for supporting adoption of exemplary programs. The Illinois State-Wide Facilitator, Project MEDIA, facilitated 23 of these 35 adoptions.

Map 4.1: District adoptions



KEY

0
1-15
16-30
31-50
51-70
70-110

Map 4.2: Density Map of learning centers adopting programs, by county, 1974-75

Map 4.3: Density Map of learning centers adopting programs, by county, 1975-76

LEARNING CENTERS

The numbers of learning centers adopting Developer/Demonstrator Projects are summarized by county for each of the two project years (see Maps 4.2 and 4.3). From the maps, it can be noted that during the first project year, 2 counties, Winnebago & Bureau, had the largest numbers of learning centers involved in adoptions. During the second project year, 5 Illinois counties, Winnebago, Cook, Adams, Madison, and Pulaski had large numbers of learning centers adopting exemplary educational programs.

During the second project year, a total of 329 learning centers adopted D/D's through the facilitation of Project MEDIA. This number compares with 183 learning centers adopting programs from the first year of MEDIA operations to the second. Seven of the Developer/Demonstrator Projects adopted in Illinois school districts during 1975-76 fiscal year involved 20 or more learning centers.

STUDENTS

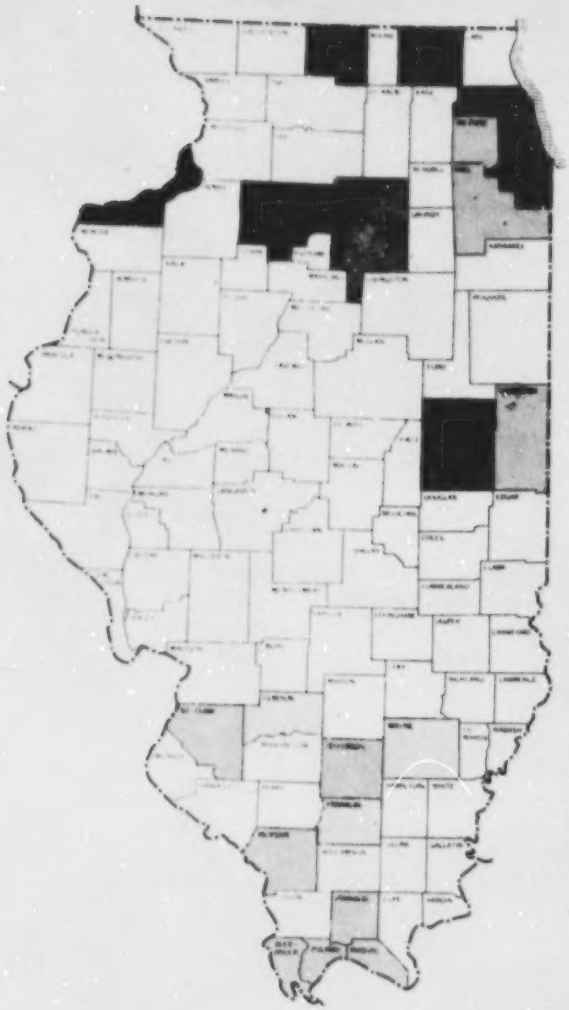
The ultimate objective of the establishment of the National Diffusion Network, in general, and specific efforts of the Illinois State Wide Facilitator is to enhance learning for students through helping school districts adopt exemplary, validated educational programs. The numbers of students affected through adoptions facilitated by Project MEDIA during its two years of operation are presented by county in Maps 4.4 and 4.5.

Overall, approximately 31,000 students were affected within Illinois during the first project year. During the second year of operations, an estimated 125,000 students were affected by adoptions of exemplary educational programs in Illinois school districts.

As might be anticipated, during the first year of project operations, the majority of the students affected resided in the heavily-populated areas of Northern Illinois. However, significant numbers of students were also influenced through adoptions in several Southern Illinois counties. These basic trends continued during the second year of operation with some important additions:

- Significant numbers of students were influenced by adoptions in several counties of Central and Western Illinois
- Three Illinois counties had adoptions influencing at least 10,000 students
- Three Illinois counties had adoptions affecting between 8,000 and 10,000 students

In short, during the second project year, almost 4 times as many students were influenced through adoptions facilitated by Project MEDIA as compared with the number of students affected during the first project year. Also, second project year efforts resulted in adoptions reaching students from all parts of the state as compared with first year efforts which affected primarily extreme Northern and Southern areas of Illinois.

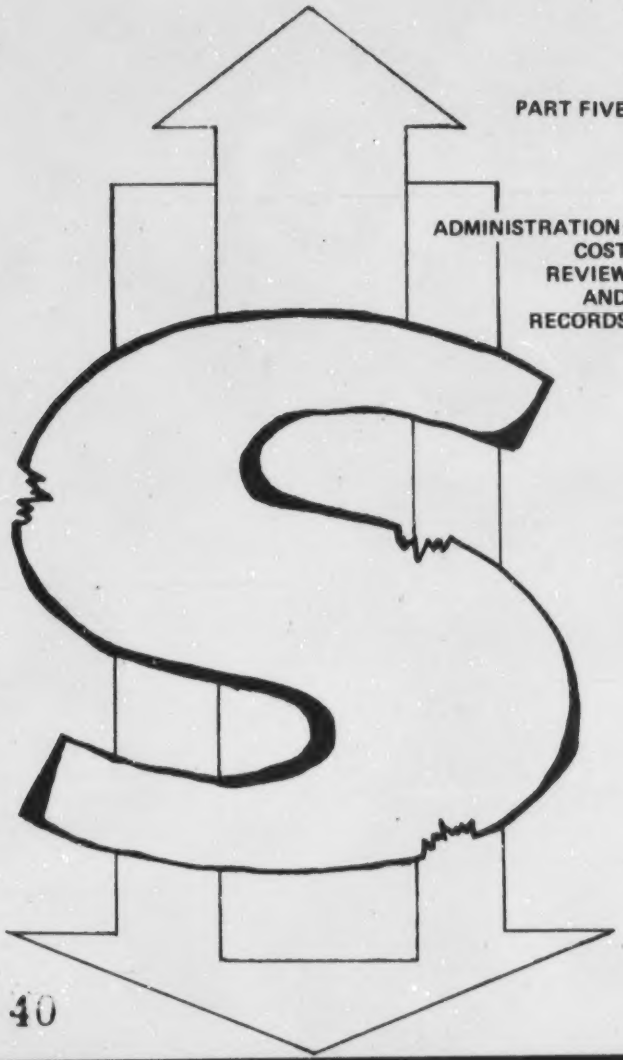


KEY

0
1-499
500-999
1000-1999
2000-3999
4000-7999
8000-9999
10,000+

Map 4.4: Density Map of numbers of students influenced through adoptions, by county, 1974-75

Map 4.5: Density Map of numbers of students influenced through adoptions, by county, 1975-76



PART FIVE

ADMINISTRATION: COST REVIEW AND RECORDS

COSTS

Fiscal 1975-76
Total MEDIA Funding $150,000

Project MEDIA was funded for $150,000 for fiscal year 1975-76. This represents a 49% cut in funds from the initiating year. The percentage budget breakdown is presented in Figure 5.1. **Note:** For comparison, the percentage figures are provided (in bold type) for the 1974-75 project year.

Staff Salaries and Benefits
38%

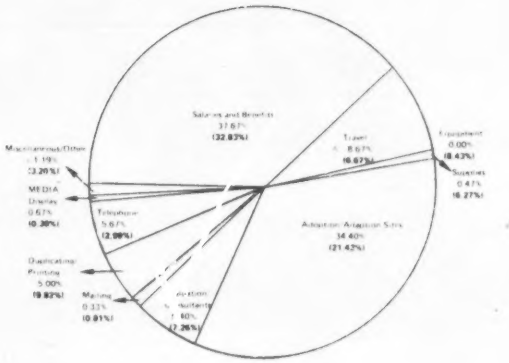
As might be anticipated, the largest item cost was salaries and associated fringe benefits. These costs accounted for over one-third of the total budget. This was a slight percentage increase even though it represented a cut from 11 staff during 1975 to 4 staff for the current project year.

Adoption Sites
34.4%

The second largest expenditure of also over one-third of the budget was in direct support of adopter educational agencies. Most of these monies were for cost reimbursement to districts for the release of teachers to attend district D/D project training. However, about 7% ($3625) of these monies went directly to D/D's for travel to adopter sites. The proportion of the monies spent in this manner significantly increased even though the actual dollar expenditure decreased by about $12,000.

Travel
9%

The third largest expenditure of monies was for MEDIA staff travel. This expenditure accounted for about 9% of the total budget. This travel included: ■ Delivering awareness presentations, ■ Attending conferences, and ■ Following-up adoptions.



EFFECTIVENESS

The cost effectiveness of the State-Wide Facilitator, Project MEDIA, can be examined from the following perspectives:

	1975-76	1974-75
Per Adopter Agency	$1111	$4451
Per Learning Center	$ 353	$1605
Per Students Reached	$ 1.18	$ 9.50

It can be noted from these cost figures that project diffusion is relatively inexpensive. The continuation cost for diffusion is only about one-fourth that of the initiating cost.

During its initial year, Project MEDIA had considerable expense associated with equipment, office space remodeling, and the like, which were non-recurring. Moreover, the first six months of the project were devoted to administrative design, determining operational procedures, and simultaneously, awareness material design and publication and initial awareness presentations. As could be expected, it took about six months for Project MEDIA to gain recognition and sufficient credibility for its first adoption facilitation.

During this second year, these initial design and awareness activities were of lesser importance since the project continually received requests for assistance from districts throughout the state. Greater emphasis was able to be placed upon cooperative programs with SEA's and other agencies and direct LEA adoption facilitation.

Examination of the results this second year, with a substantial increase in requests and adoptions coupled with a large decrease in funds, indicates that MEDIA well established itself as a State-Wide **Facilitator** during its first year of operation. Independent interviews with district personnel suggest that MEDIA staff have achieved trust and credibility within LEA's.

The low dollar cost per student reached indicates that a diffusion network can be a relatively inexpensive way for USOE and/or IOE to impact change in LEA's.

As compared to other direct expenditures of monies, such as mini-grants, the diffusion cost is very low. It is worth noting that the direct expenditure for adoption to LEA's, including D/D travel expenses, was $51,598. This averaged to:

For 1975-76	For 1974-75	
$382	$953	Per Adopter Agency
$121	$344	Per Learning Center
$ 0.41	$ 2	Per Student Reached

ADMINISTRATIVE RECORDS

During this second project year, MEDIA staff maintained the following information:

- Telephone Contacts
- Travel
- Listing of information requested
- Adoption Assistance Requests

These records enabled ERA to examine both the general process and the resultant adoptions credited to the Illinois State-Wide Facilitator.

The up-to-date maintenance of these written records has been the major weakness of the State-Wide Facilitator. For example, school districts were expected to supply specific information concerning need, number of students and the like before obtaining financial assistance. In many instances, these data were never obtained from the recipient districts. It would seem reasonable, that these data requests be made a pre-requisite to obtaining financial assistance from MEDIA.

Nevertheless, from these data obtained, independent surveys of adopter districts by ERA, IOE publications, and ERA interviews of MEDIA staff and district personnel, the necessary data were obtained for project description, documentation, and evaluation.

It should be noted, that project staff also maintained:

- Awareness material
- Storage and retrieval system for D/D information, both on catalogue cards and in box files. These systems were established during the first project year and have been maintained during the current year.

PART SIX

PROJECT MEDIA:
IN SUMMARY

Presented in this report has been information pertaining to the process and products of Project MEDIA, the Illinois State-Wide Facilitator. Listed below, in capsule form, is project information for 1974-75 and 1975-76.

	1975-76	1974-75
Director	Shirley Menendez	Shirley Menendez
Project Location	Meridian Comm. Unit No. 101 Mounds, IL	Meridian Comm. Unit No. 101 Mounds, IL
Funding Level	$150,000	$293,750
Number Professional Staff	2	9
Number Support Staff	2	2
Amount, Awareness Materials Mailed	≅ 20,500	≅ 8000
Number of Conferences Sponsored	134	60
D/D's and DRP's Involved	52	8
Public School Districts Involved	800	500
Non-Public School Districts Involved	600	55
Number of Adoptions	135	66
Number of Learning Centers Involved	329	183
Number of Different D/D's Adopted	37	10
Number of Students Affected	≅ 125,000	≅ 31,000
Number of Educators Trained	≅ 1950*	≅ 550*
Number of In-Service Sessions Facilitated	44	22
LEA Rating of MEDIA Services	Good	Good

*Based upon verbal communications to ERA from MEDIA project staff just prior to the report publication.

PART SEVEN
ILLINOIS
EDUCATION
AGENCIES:
ADOPTIONS
ILLINOIS
STATE-WIDE
FACILITATOR

1975-76 ILLINOIS ADOPTER DISTRICTS

Alwood Elementary School	Early Prevention of School Failure
Aurora East Unit District No. 131	ECRI
Beecher School District 200-U	Talents Unlimited
Belleville Comm. School District No. 118	PATL
Blackhawk Area Education Center	Project Active
Bond County Comm. Unit No. 2	Project See
Brookport Unit No. 38	Project See
Cairo Public Schools	HOPE, IPLE
Calument High School	Far West Laboratory Experience-Based Career Education
Catholic School Board	HOPE
Central Catholic High School	IPLE
Channahon Elementary School	Talents Unlimited
Charleston Public Schools	Project Fast
Chicago School District No. 21	Pre-Algebra Development Centers
Chicago School District No. 227	Pre-Algebra Development Centers
Chicago School District No. 229	Pre-Algebra Development Centers
Cicero Public Schools	HOPE
Roberto Clemente High School	Media Now
Clinton High School	Learning to Read by Reading
Comm. Cons. District No. 59	PATL
Crystal Lake District No. 41	Talents Unlimited, Early Prevention of School Failure
DuQuoin Comm. Unit District No. 300	Early Prevention of School Failure
East Alton High School	PATL
East St. Louis District No. 189	IPLE
Edwardsville Comm. Unit District No. 7	Curriculum for Meeting Modern Problems
Eldorado Comm. Unit	Early Prevention of School Failure
Elmwood Unit District No. 322	IPLE
Elverado School District	Pegasus-Pace
Egyptian Comm. Unit	Alphaphonics
Evanston Township High School	Urban Arts
Farragut High School	RBS Career Education
Funston Elementary	Family Oriented Structure
Glenbrook High School	Focus
Glen Carbon School	Early Prevention of School Failure
Granite City Special Ed. Coop.	PATL
Highland Comm. Unit District No. 5	Curriculum for Meeting Modern Problems, PEOTONE
Hoffman Estates High School	Media Now
Hutsonville Comm. Unit No. 1	Alphaphonics
Jacksonville District No. 117	HOPE
Jefferson Grade School	HOPE
Joliet Public School	Alphaphonics
K–W Coop.	Talents Unlimited
Lake Bluff Elementary School District No. 65	Alphaphonics
Lake Forrest Academy	Media Now
Lincoln Elementary	Alphaphonics
Lincoln Comm. High School	Dallas Simu-School

Livingston Comm. Cons. District No. 4	Curriculum for Meeting Modern Problems
Madison Co. Special Ed. Coop.	Curriculum for Meeting Modern Problems, Saturday School
Manteno School District No. 3	Talents Unlimited
Maple Grove Elementary School	HOPE
Marengo Cons. District No. 140	Project Active
Meredosia-Chambergsburg	PATL
Meridian Comm. Unit No. 101	Talents Unlimited, Topeka Outdoor-Environmental Education Project, Vocational Reading Power, PATL, Project Smart, IPLE, Curriculum for Meeting Modern Problems
Metropolis City Schools	Project See
Milledgeville Comm. Unit District No. 312	IPLE
Moline Unit School District No. 40	Project Active
New Simpson Hill District No. 32	HOPE
Niles West High School	Media Now
Notre Dame High School	ECOS
Oak Grove School	Project See
Odell High School	HOPE
Orangeville Jr-Sr High School	Curriculum for Meeting Modern Problems
Oregon Comm. Unit School District No. 220	PATL
Oswego Comm. Unit District 308	Focus, Project I-C-E
Pekin Public School	Systems Directed Reading
Peoria Area Catholic Grade Schools	Curriculum for Meeting Modern Problems
Princeton Elementary School District No. 115	Pegasus-Pace
Quincy Public Schools	Pre-Algebra Development Centers, Project Active, ECOS, Early Prevention of School Failure, IPLE, HOPE, Project Success for the SLD Child
Reed-Custer School District No. 225-U	Talents Unlimited
Rockdale School District No. 84	Talents Unlimited
Rockford Public Schools	Talents Unlimited, Urban Arts, IPLE, Curriculum for Meeting Modern Problems, Articulatory Disordered Children, ECPC, PREP, Pre-Algebra Development Centers
Rock Island Public Schools	Curriculum for Meeting Modern Problems
St. Dominic School	ECOS
St. Francis Consolidated School	Talents Unlimited
St. Francis de Sales High School	Pre-Algebra Development Centers
St. Mary of the Woods School	Project Success for the SLD Child
St. Pascal School	Project Success for the SLD Child
St. Peters Cathedral School	Talents Unlimited
Albert R. Sabin Elementary School	HOPE
Sacred Heart of Mary High School	Media Now
School District Unit No. 46	HOPE
Scott-Morgan Comm. Unit No. 2	COMP, Pre-Algebra Development Centers, HOPE, IPLE
Shirland Comm. Cons. District No. 13	Curriculum for Meeting Modern Problems
Southern Illinois University	IPLE

Southern Will County Coop.	Project Fast
Special Education Coop.	PATL
Spring Valley Elementary No. 99	Pegasus-Pace
Steinmetz High School	Media Now
Sterling Comm. Unit No. 5	Project See
William Howard Taft High School	Media Now
Talmad Torahs	PATL
Tamaroa School District No. 5	Curriculum for Meeting Modern Problems
Thornton Fractional Township High School	Vocational Reading Power
Trinity Lutheran School	HOPE
United Township High School	Project Active, Project Success for the SLD Child
Urbana School District No. 116	IPLE
Ursuline Academy	IPLE
Unity Point School	HOPE
Westmont South Elementary	Alphaphonics
Wheeling District No. 21	Talents Unlimited, Saturday School
Wilmington School District No. 209-U	Talents Unlimited
Wolf Branch District No. 113	PATL
Woodland School District	Early Prevention of School Failure, Project See
Woodridge School District No. 68	HOPE
Wordon Public Schools	PATL

1975-76 ADOPTED D/D PROJECTS

Project Active—Adapted physical education program for handicapped children (K-12).

Alphaphonics—Success-oriented program provides reading readiness experiences for pre-K, K, and primary-grade children.

Articulatory Disordered Children—Model for expanding speech therapy delivery through training of paraprofessionals as communication aides; supportive personnel provide therapy to mildly or moderately articulatory-disordered children.

Conceptually Oriented Mathematics Program (COMP)—Management program for mathematics (grade 1-8) that is both diagnostic and prescriptive; small group instruction.

Curriculum for Meeting Modern Problems (New Model Me)—Designed to assist high school students with alternative actions for solving personal problems.

Dallas Simu-School—This project has developed and disseminated a series of planning models drawing from operations research and other disciplines. The family of models can be utilized individually or linked together as a total educational planning package.

Early Childhood Preventive Curriculum (ECPC)—Individualized diagnostic-prescriptive curriculum for high-risk 1st grade pupils, with classrooms as primary learning laboratories to facilitate group instruction and independent learning.

Early Prevention of School Failure (PEOTONE)—Early identification and remediation of developmental learning deficiencies in children, 4-6.

ECOS—Workshops in a process curriculum design, using environmental education as a model; community-classroom interaction, stewardship and curriculum design (teachers[K-12], administrators, community representatives).

Exemplary Center for Reading Instruction (ECRI)—ECRI has identified teaching techniques important for reading success. Techniques incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction.

Family Oriented Structured Pre-School Activity—Involvement of total family to achieve optimal child development; emphasis on family interaction and re-establishment of parents as child's primary teachers (pre-K).

Far West Laboratory Experience-Based Career Education (EBCE)—The FWL model of EBCE is an alternative program of comprehensive secondary education using the entire community as a school. Learning is planned and carried out through individualized projects that blend growth in academic subjects, career awareness, basic and social skills.

Project Fast—Provides support services for all children with learning disorders to help solve problems on an ongoing basis (K-12).

Focus—Alternative education plan for disaffected secondary students; family course where group counseling techniques are used as part of student experience.

Health and Optimum Physical Education (HOPE)—Training in planning and implementing a movement education program to improve fitness and motor skills, as well as contributing to improvad self-concept (K-6).

Project I-C-E—Community as extension of reinforcement for classroom activities in environmental education and ecology (K-12).

Institute for Political/Legal Education (IPLE)—Social studies program to provide high school students with practical experiences and understanding in political and governmental process.

Learning to Read by Reading—Individualized or small group reading program for all students below 5.0 grade placement level; uses a multimedia approach (filmstrips, radio, plays, movies, etc.).

Media Now—Study of mass media uses laboratory approach to film, radio, and TV (secondary).

Occupational and Career Development Program—The program is one of orientation and information at the elementary level, information and exploration at the middle school level, and exploration and preparation at the secondary level, all built around a career development theme.

Parent Readiness Education Project (PREP) —Pre-school program to help parents enrich home environments to better prepare their children for school entrance; high school students participate in both teaching and learning (pre-school; parents and high school students).

Pegasus-Pace—Prescriptive reading program consisting of performance objectives and corresponding diagnostic instruments within 17 sequential reading levels (K-early jr. high).

Pre-Algebra Development Centers—The Pre-Algebra Development Center is designed to prepare a selected group of grade 8 graduates for algebra in high school, and to train upper grade mathematics teachers in a new teaching technique.

Positive Attitude Toward Learning (PATL)—Teacher training program designed to improve student attitudes by changing teacher behavior.

RBS Career Education (Experience-Based Career Education-EBCE)—This program has demonstrated effectiveness in improving the career development and overall education of youth and in stimulating and organizing local and regional participation.Saturday School

Saturday School—Early childhood education program combining 3-hour Saturday School with weekly hom e-teaching visits; parent involvement (pre-K).

Project See—Perceptual training primarily for children in K and 1st grade.

Project Smart—The focus of this project is to individualize mathematics instruction using locally prepared tapes and student study sheets.

Project Success for the SLD Child—Multi-sensory approach uses presciptive program in three areas; linguistic language training, motor perception training, and adaptive physical education (K-9 children with specific language disabilities).

Systems Directed Reading (SDR)—Improvement of pupils' word attack and reading comprehension skills, augmented by diagnostic reading center and 1,000 item skills bank in each school (K-5).

Talents Unlimited—Helps teachers recognize and develop student talents in addition to academic talents normally emphasized in school (1-6).

Topeka Outdoor-Environmental Education Project—This project seeks to create in students an emotional and intellectual appreciation of man's role in his environment. Curricula are built around three topics; planning for increased population, pollution, and balance of nature.

Urban Arts—Alternative education program that unites school with community artists and art organizations (K-adult).

Vocational Reading Power—Teacher training materials and vocational student reading support materials aim at eliminating communication-learning gap arising from student reading weaknesses and text-reading demands in vocational education.

NATIONAL DIFFUSION NETWORK